

Hull Special Educational Needs and Disability (SEND) Strategy

2016 to 2020

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.

DfE SEN Code of Practice 2015

October 2016

Forward

Hull City Council and Clinical Commissioning Group are pleased to present this Special Educational Needs and Disability (SEND) Strategy which sets out our vision, aspiration and priorities for developing support and provision for children and young people with special educational needs and disabilities and their families.

The vision, aspiration and priorities are set within the context of a changing national policy environment and local needs. The work plan to deliver the vision and priorities needs to be dynamic and responsive to national and local changes in policy and evolving local needs.

We would like to thank all those engaged in supporting children and young people with SEND and their families. The introduction of the SEND reforms outlined in the Children and Families Act (2014) provides an ideal opportunity to improve how we do this. This strategy, in outlining our response to these reforms, is also designed to reiterate our continuing commitment to high quality services.

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1.0 Introduction

The purpose of this strategy is to set out the vision, aspiration and priorities in Hull for developing support and provision for children and young people with special educational needs and disabilities.

In September 2014 the Children and Families Act 2014 came into force. Part 3 of the Act is entitled Children and Young People in England with Special Educational Needs and Disabilities (SEND). In the Act, Local Authorities have a number of new legal duties they are required to meet.

This strategy therefore sets out how partners across Hull plan to support children and young people with SEND aged 0-25 to achieve their best possible outcomes, in line with the reforms and in light of our current local position and other local developments. It has been developed in close consultation with a number of key partners, professionals and parents. It sets out our aspirations for the period from 2016 to 2020, and is underpinned by a more detailed work plan setting out how these will be achieved.

There will be regular reviews of progress against this plan: it will be monitored by the Strategic SEND Board which meets bi-monthly and has representation from key stakeholders including parents and carers.

There is strong commitment in Hull for every child and young person with SEND (including children with complex health needs and/or limiting conditions) to be supported to reach his or her potential. In order to achieve this, the strategy is underpinned by these key principles:

- **Early intervention** - Support, assessment and intervention at the earliest possibility
- **Personalisation** - A shift towards personalisation and empowerment
- **Inclusion** - A continued commitment to promote inclusion across all services and sectors
- **Integration** - The development of a coherent joined up service system, increased joint commissioning and integrated delivery
- **Transition** - A recognition for the need to plan for transition throughout key education stages and transfer to adulthood.

2.0 Scope and definition

This strategy applies to all partner agencies in Hull who have responsibilities for commissioning and providing services to children, young people with SEND and their families.

Equality legislation uses a broad and inclusive definition of disability. The definition of disability under the *Equality Act 2010* is a *physical or mental impairment that has a substantial and long-term negative effect on the ability to do normal daily activities; substantial is more than minor or trivial and long-term means 12 months or more.*

In respect of disabled children, *The Children Act 1989* definition is that *a child is disabled if he is blind, deaf or dumb or suffers from mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability* (section 17, 10).

Children are defined in the *Education Act 1996* and *Children and Families Act 2014*, as having special educational needs if they *have a learning difficulty that calls for special educational provision to be made for them.*

There are also different ways of understanding disability. This strategy is informed by an understanding of the *social model of disability*, which uses the term disability to describe the effects of prejudice and discrimination rather than the *medical model*, which focuses on impairment or functional limitation. Social factors create barriers; deny opportunities and dis-able people. Children's impairments can create difficulties in their lives but many of the problems they and their families face are due to negative attitudes, prejudice and unequal access to the things necessary for a good quality of life.



3.0 Context and background: the national picture

In September 2010, the SEND Green Paper *Support and Aspiration* was published and recommendations from this were incorporated into the *Children and Families Act 2014*. In respect of children and young people with SEND, the key changes in the legislation are:

- **Replacing Statements of SEN with Education, Health and Care (EHC) Plans** - EHC plans are extended to young people aged 25, where necessary, to support young people into adulthood
- **Personal Budgets** - Parents of children with an EHC Plan can request a personal budget for their support
- **Services Working Together** - Children and young people with SEND need well-coordinated support across education, health and social care to help them achieve their agreed outcomes. Under the new Act, key organisations are required to link up and jointly plan and commission services for disabled children and young people;
- **Local Offer** - Every council is required to publish a detailed directory of what local support there is available for children and young people with SEND – called the Local Offer
- **Engaging Parents, Children and Young People** - Local authorities must ensure that parents, children and young people are involved in discussions and decisions about their care and support
- **Resolving Disputes** - Local authorities must make clear how disagreements will be resolved and how complaints will be dealt with.

Significant reforms also took place in 2013 to arrangements for funding for schools. A new system for funding for SEND needs was established:

- Local Authorities are given a budget for children and young people with higher level needs. This budget is called the *High Needs Pupil Block* and will fund all additional provision across early years, schools and post-16 education and training;
- Mainstream schools are generally expected to spend up to £10,000 out of their existing 'base' budget to meet SEND needs before the Local Authority provides additional 'top up' funding out of the High Needs Pupil Block;
- All state funded special schools will be funded for a set number of places at £10,000 for each child. Local Authorities who wish to name that school in a child's statement or EHC Plan must agree the 'top-up' amount for each child.

4.0 The Local Context: the current picture in Hull

The Hull Children, Young People and Families Board is a local partnership that brings together organisations responsible for services for children, young people and families. It is the focal point for strategic decision-making and provides the vision and leadership in order to improve life chances of children, young people and families by delivering better services through joint planning and commissioning.

The Board's vision is:

- *For all children to have the best start in life*
- *To work together with partners to make Hull an inspiring and enterprising city – safe and healthy to learn, play, work and live in*
- *For all children, young people and their families to be able to make healthy lifestyle choices, be safe from harm, and have the confidence to be ambitious and achieve their aspirations.*

The SEND Strategic Board has been established to ensure that the needs of children and young people with SEND and their families are considered in the above. It works closely with – and reports to – the Children, Young People and Families Board.

4.1 SEND needs analysis

Hull is the third most deprived local authority area in England (out of 326) and over half of its geographical area features in the 20% most deprived areas in England based on the Index of Multiple Deprivation 2015.



In 2015, there were approximately 55,609 children and young people under the age of 18 living in Hull; 21.5% of the total population in the area. In January 2016, a total of 39,822 pupils attended Hull schools, an increase of 1038 from the previous year. Of these

children and young people, 22.6% of pupils were eligible for a free school meal, higher than 14.3 % nationally.

The proportion of pupils from minority ethnic origins in schools across England has been rising steadily since 2006. In the primary phase, this increased from 30.4% to 31.4%, between January 2015 and January 2016, and in the secondary phase from 26.6% to 27.9%. In the city, the proportion of minority ethnic pupils in the primary phase has increased from 7% in 2007 to 19% in 2016; in the secondary phase - from 8% to 14%. The largest minority ethnic group of children and young people in the area is White Eastern European (predominantly Polish).

Education

Nationally, the percentage of pupils with SEN has been in decline since 2010 – principally in the SEN support group. The proportion of pupils with special educational needs, at January 2016, was 14.4% split between:

- pupils with statements/EHC plans, 2.8%
- pupils in receipt of SEN support, 11.6%.

In January 2016, of the 39,822 pupils in Hull schools, 6883 or 17.3% of pupils had special educational needs split between:

- pupils with statements/EHC plans, 1156 or 2.9%
- pupils in receipt of SEN support, 5727 or 14.4%

For pupils in receipt of SEN support or with a statement or EHC plan, a *primary need* is collected. Across England the most commonly identified primary need of pupils:

- with a statement/EHC plan, is autism – 25.9%
- in receipt of SEN support, is moderate learning difficulty – 24.2%.

Locally, the most dominant primary need amongst pupils with a statement or EHC plan is also autism. However, amongst pupils in receipt of SEN support, the most common primary need is speech, language and communication needs.

Figure 1. Primary Need at SEN Support and Statement/Education Health and Care Plan

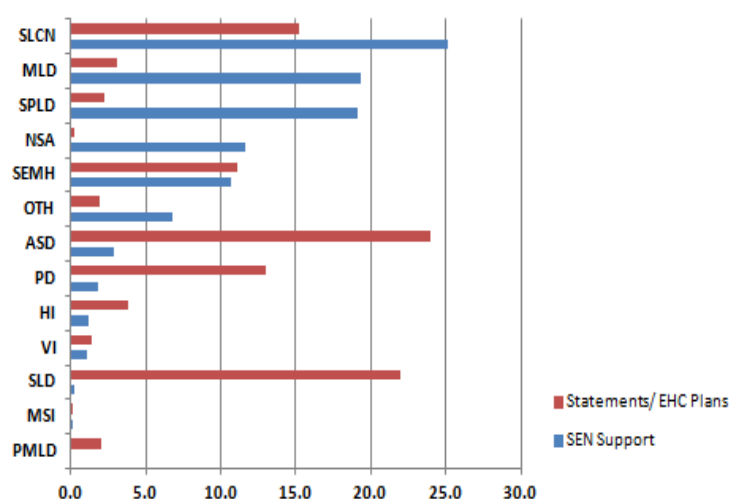


Figure 1, to the left, shows the city’s distribution of primary need, expressed as a percentage of the relevant population, for the two discrete groups of pupils with special educational needs. See glossary for Special Need Descriptors.

The percentage of pupils with a statement or EHC plan attending maintained special schools nationally has gradually

increased each year. In 2010, 38.2% of pupils with statements attended maintained special schools and this has increased to 42.9% of pupils with statements or EHC plans in 2016. The percentage of pupils with statements or EHC plans attending independent schools has also increased between 2010 and 2016, from 4.2% to 5.7%.

In Hull, in 2016, of the 1156 pupils with a statement or EHC plan, 467 or 40% of pupils attended a state maintained special school in Hull, 18 or 1.5% a PRU and 45.6% a mainstream school. Only 18 pupils attended an independent school, 1.5%, which is well below the national average.

Special educational needs are more prevalent in boys than girls. In Hull, 64% of pupils in the city with SEN support are boys and 73% of pupils with either a statement of SEN or an EHC plan are boys.

Local Authorities now have joint responsibility (along with the Educational Funding Agency) for funding students with *high needs* in Further Education Colleges. There are approximately 40 Hull young people with high needs in the 16 to 25 age group who attend local or specialist FE colleges.



Social Care

The number of children with open cases to the Children and Families Disability Social Care Team in Hull January 2016 was 338, and 18% of *children in need* have a statement or plan in Hull compared to 22% nationally.

Health

Children's targeted and specialist health services in Hull have seen an overall increase in the number of referrals for children and young people with SEND from 2014 onwards. This includes treatment and support for children requiring such services as Therapy (speech and language, occupational therapy and physiotherapy), Autism, Learning Disabilities and the Emotional Vulnerability Service (previously known as Child and Adolescent Mental Health (CAMHS)).

4.2 Provision

Education Provision

Support for children with SEND in their early years

Hull has 21 Children's Centres, 83 private and voluntary sector early education and childcare settings and 91 child-minders. There is one nursery school and 60 nursery classes within primary schools in Hull available to children aged three to five years old. All are expected to deliver a 'core' offer of support. Settings can access support from the Local Authority's Early Years SEND Team.

Primary Schools and Secondary Schools

Many children and young people with SEND can achieve within a mainstream school. These children and young people may or may not have a statement of special educational needs or EHC Plan. There are 71 state funded primary schools and 12 secondary schools in Hull and these should all provide a 'core' offer support through their existing staff and budgets. There are five pupil referral units.

Specialist Provision

There are six special schools in Hull catering for pupils with special educational needs. Bridgeview (Primary) and Oakfield (Secondary) support pupils with emotional, social and mental health needs; Frederick Holmes, Ganton and Tweendykes support pupils with severe learning difficulties and other complex needs from aged 2 or 3 to 19; and Northcott is for pupils aged 5-16 years with speech, language and communication Needs. For pupils with hearing impairments, resource bases are located at Christopher Pickering (Primary) and Sirius West (Secondary), but managed and funded centrally via the Integrated Physical and Sensory Service (IPaSS). IPaSS also manages the Language Unit for children aged 3–11 with speech and language disorder or severe delay. The Portage Service, which provides home visiting support and intervention for families and their preschool children with additional needs.



Support for young people with SEND post 16

The Local Authority Connexions Service provides support to young people and their families to enable the transition from year 11 to post 16 education or training. Connexions Participation Advisers (PAs) attend annual reviews in school in Years 9-11 to provide advice and guidance on post 16 options including education, training and employment. PAs are also linked to all post 16 providers in Hull (i.e. FE colleges and training providers) to provide ongoing support until young people are in a settled destination. Under the *Raising of the Participation Age* legislation all young people are required to remain in education or training until at least their 18th birthday.

Local Authority SEN Service

The Local Authority 0-25 Integrated SEN Service is made up of the Educational Psychology Team, the Special Educational Needs Assessment Team and IPaSS. The City Psychological Service provides a psychological perspective on the education and welfare of children and young people and the Special Educational Needs Assessment team is responsible for the administration and co-ordination of the SEN Assessment of Need and Education, Health and Care Planning process. IPaSS supports children with physical, hearing or visual difficulties attending mainstream and special schools and children accessing preschool provision.

Outreach Provision

Outreach Support to mainstream schools and settings for pupils with autistic spectrum disorder (ASD) is managed by Northcott School, and for pupils with learning and other additional needs, by Tweendykes and Ganton Schools. The Whitehouse Primary Pupil Referral Unit supports pupils at risk of permanent exclusion to, as far as possible, stay in or return to mainstream primary education.

Hull SEND Information, Advice and Support Service

The Information, Advice and Support Service (formerly the Parent Partnership Service) is a source of independent information, advice and support, provided to parents and/or carers of children from birth to 19 years who have special educational needs.

Social Care Provision

The Children and Families Disability Team

This team includes family support workers and social workers who provide services for children with disabilities who are in need, children with disabilities who are looked after and those who are in need of safeguarding. The availability of services is subject to the completion of an assessment of need and there is close working with partner agencies to ensure that needs are met appropriately and that children and young people are supported in the community wherever possible. The team provides information and advice on services available and there is a range of commissioned services that support children and young people with disabilities. In addition, Early Help Services are increasingly focused on supporting children and young people with a range of vulnerabilities, including those with disabilities.

Health Provision

Children and young people with SEND and/or life limiting conditions can require support and treatment from a range of health services that includes:

- Public Health services, for example nursing services for those aged 0-19 years which includes universal and targeted provision of health visiting, family nurse partnership, school nursing, oral health and injury minimisation. The services work with families where there is a need around SEND offering additional support and advice where appropriate (including transition to adult services) and onward referral to other

specialist services. In addition, the service delivers Personal Social and Health education support to special schools;

- Primary Care services, including general practice, community dental, ophthalmic and pharmacy services;
- Community services, including maternity, community medical and nursing, learning disability, mental health and therapy services;
- Hospital services, including general medical, surgical and specialist paediatric services as both outpatient and inpatient and maternity services.
- Specialist services such as hospital care and/or treatment for rare cancers and life threatening genetic disorders.

The commissioning and provision of health services is complicated for most professionals and even more so for parents with children who have multiple and complex health needs. Therefore, collaborative working between services, professionals and workers and the family is critical in order to fully understand the health needs of children with SEND and that services are 'wrapped around' the child and family. Further information can be found on the Hull Local Offer from NHS Hull CCG.

5.0 Voices that Matter

Children and young people with SEND and their families and those front line practitioners working closely with them are the best source of information about their needs. Key messages from recent consultations are:

5.1 Consultation with young people

During 2014, a Pupil Participation Forum was attended by young people from four local special schools. The role of the forum was to consider and provide feedback on matters connected to learning difficulties and disabilities particularly in respect of the SEND Reforms. Areas discussed were the Local Offer and Education, Health and Care Plans.

The young people said the best people to support them with Education, Health and Care Plans were teachers and parents. In respect of the Local Offer, the young people wanted information about:

- accessible, safe public transport;
- education and what schools, colleges and universities have to offer;
- community services and leisure opportunities; and
- health services, communication and emergency help.

They felt information should be available in a variety of formats including posters, adverts on the radio, internet, books, leaflets and newspapers, and in places like schools, shops, buses, information centres and children's centres.

5.2 Consultation with parents and carers

Hull has an active Parent Carer Forum supported by the KIDS Voluntary Sector Group. Consultation with focus groups on particular areas of service development regularly takes place.

In Autumn 2015 Hull City Council asked IBK initiatives, with the help of the Parents Forum, to consult with parents in Hull in order to help develop this Strategy. Five workshops were held to explore with parents the services and support that worked well for them; what it was about those services that made them successful; and the type of services and support they would like to see being developed in the city. The report, *A heartfelt response from parents in Hull*, summaries this consultation.

Services Working Well

Parents said they appreciated services in both the statutory and voluntary sector however they consistently reported greater satisfaction with support and services delivered through the community and voluntary sector. In particular parents valued support groups and the services commissioned by the Local Authority and CCG such as the SEND Information, Advice and Support Service and the Keyworker service. Parents also emphasised that they gained immense support from family and friends and courses and training.

In respect of education provision, parents valued Portage and most parents who had used nursery provision spoke highly of it. The majority of parents who had a child at a special school valued that too. They liked the fact that the classes were small; there were specialist teachers; a good ratio of teaching



assistants; and the information given to parents.

Parents reported a number of positive experiences with their child's SENCO in mainstream schools.

The SENCO put in place special routines and designed lunch times around my son's phobias; she produced resources; she was available to talk to; she gives us extra time; she is caring and understanding; she listens, looks for information, makes referrals, telephones us with information. It would be hard without her.

The NHS services that were viewed particularly positively were speech and language therapy and physiotherapy. Specialist overnight respite at Sunshine House was valued by families with children with complex needs.

Many parents attending the workshops had not heard of direct payments or personal budgets as a service that could be provided by social care, however those who accessed a direct payment spoke highly of the opportunities it gave their family:

The direct payment keeps the family sane and gives us all quality time. It allows me to have time with my other daughter, and gives my disabled daughter space and helps her to become a young lady in her own right

Those families accessing the leisure and freetime support service (LAFSS) reported a high level of satisfaction with this.

What parents appreciate most about the services and support they receive

Parents said they appreciated working alongside practitioners who listened to them, did what they said they would do, see what needed doing, and got on with doing it. They also appreciated practitioners who had a personal understanding of disability issues and reported that those who had some experience and understanding of disability were more likely to know what to do and to go the extra mile. Parents valued those with local connections and knowledge, who gave information, helped to connect them with others and signposted to courses that helped them help their child.

Being able to see practitioners in one place on the same day was important, as was good communication with each other. They appreciated those who considered all family members and understood ways in which having a disabled child impacts on all aspects of life. Finally, parents held in high regard practitioners who helped children develop to their full potential.

Messages for commissioners

Our job is to look after our children, not to make sure the system works. It is not the children who are the problem, but the system.

In order to tackle the issues raised in the quote above, parents identified the need for strong and visionary leadership based on:

- human rights – parents want their disabled child to have the same opportunities open to their non-disabled children
- transparency of entitlement and process
- a proactive culture of support, rather than responding to crisis –a culture of positivity that focuses on solutions rather than problems
- the recognition that families have great ideas about spending public money wisely
- the expertise of parents

Parents wanted clear pathways from birth to 25 covering education, health, social care and community support to help them understand what they might expect from services at different stages of their child's life.

Simpler systems were desired. Parents said the statutory system often made their lives more difficult and stressful. They asked for timely diagnosis that leads to practical and genuine personalised support that meets needs.

Services and support should be about the child and not how the child fits into the system.

They also identified transitions (at all ages) as a particularly difficult time, not because the child was changing or becoming more difficult, but because the services and support changed and it was all too easy to lose continuity of practitioners and/or to slip through the net. Parents also felt it would be much easier for them if they could refer themselves in and out of services and support at different points in their child's life, when and if they needed it.

5.3 Consultation with frontline practitioners

During Spring 2016, consultation also took place with front line practitioners across Education, Health, and Social Care. Early Help and the Voluntary and Community sector. They were asked, in respect of SEND, what worked well in Hull and why, what did not work so well and what could be done to improve this and to comment on the draft key priorities for the strategy. Responses were received from a wide variety of practitioners and are summarised below.

What is working well and why

- ASD provision and support from Northcott outreach
- Physical access is better
- IPaSS respond quickly and provide resources
- Greater awareness of SEND needs and the will to improve this further
- Agencies working together
- Person Centred Planning and meetings - due to training and school to school support
- Early years support and panel
- Education, Health and Care Plans being issued in a timely manner and revised paperwork
- Health awareness of SEND processes – secondments to SEND team have supported this
- Special schools all good or outstanding
- Health care support for complex needs
- SEND Sleep Service
- Commitment of SENCOs
- Development of a strategy – due to leadership

What is not working well and what can be done to improve this

- Not enough speech and language therapy – more therapists need to be employed
- Passing on of information from school to post 16 providers and support for post 16 providers
- Meeting of needs of students with mental health concerns – more training would be helpful
- One point of contact for SEND
- Lack of outreach support for ASD and ESMH particularly in secondary school
- Information about the support available to schools and settings
- Provision and support for high functioning ASD in secondary schools
- Educational Psychology capacity
- Delays waiting for assessment and diagnosis, particularly CAMHS and ASD and lack of communication and post diagnosis support
- Understanding of SEND by early years' practitioners – more training and support is needed
- Transition from early years to school – more time is needed for this
- Support and training for parents, e.g. behaviour management

- Updating and promotion of the Local Offer – need to market this more effectively
- Pressure on funding could affect inclusion
- Inconsistencies in quality of mainstream provision and social care support - early support and clear pathways could help address this
- Holistic approach between education, health and social care in EHC plan needs assessments
- Child involvement in EHC planning meetings and service development
- Number of unofficial and official exclusions for pupils with SEND
- Tracking outcomes for pupil's with SEND
- SEN Support Plans
- Strategic and operational response to the transition to adulthood

6.0 Priorities 2016 to 2020

Using the information gathered in the development of this strategy, the following have been identified as key priorities for the period 2016 to 2020:

- (i) **Improve multi agency working and coordination of services for children with special educational needs and disabilities**

A major thrust of the SEND reforms in the Children and Families Act 2014 is to improve joint working and integrated assessment and care planning for children, prior to and through the Education Health and Care assessment and planning processes.

There is further work to be undertaken in Hull to promote effective early intervention in order to ensure early identification, reporting and coordination of support, particular in the early years. There has been limited area SENCO support in early years' settings and often poor coordination of resources and some children move onto school without their needs being properly identified and met.

Hull has also experienced a number of challenges, which are now being addressed, in the education, health and care assessment and planning process particularly due to the initial overambitious plan to transfer statements of SEN to EHC plans, in under two years.

The waiting time for some assessments and diagnosis, particularly Emotional Vulnerability (CAMHS) and Autism, has been too long and parents report a lack of communication and pre and post diagnosis support.

Hull is committed to developing and improving multi agency working and coordination of services for children with SEND and their families to ensure young people will receive child-centred, personalised, multi-agency co-ordinated services from the point of referral and identification through assessment to delivery and ongoing review.

It plans to do this by:

- Promoting the *Early Support* and Hull Early Help approach across all agencies working with children with SEND and their families and across all age groups / phases beginning with the early years. This is an approach which focuses on putting families at the heart of decision making, effective coordination of services, joined up planning and key working;
- Developing and improving the Education Health and Care assessment and planning process, in line with legislation, to deliver more joined up and child and family centered assessment and holistic planning;
- Working across SEND, Early Help, Care and Health services to improve and develop integration of assessment and service provision thus reducing duplication and creating a less complex route in to services;
- Further developing and strengthening the arrangements for joint commissioning between the Local Authority and Hull NHS Clinical Commissioning Group (CCG), with a stronger focus on children with SEND in the Joint Strategic Needs Assessment (JSNA); and
- Ensuring that all children and young people are seen within the agreed timeframes from referral to assessment and treatment/intervention.

(ii) **Improve support for and involvement of parents and carers, children young people and families**

Services to support parents and families of children with SEND have developed in recent years, in particular as a result of increased use of direct payments and a broader range of short breaks. There is however a shortage of targeted parenting support in some areas, like ASD.

Children and families are more involved in the EHC assessment and planning process through person centered planning approaches, which have received very positive feedback.

There is a longstanding parents' forum in the City and parents have been involved in strategic planning through representation on various strategic groups. The views of children and young people are not routinely gathered though to influence service development and parents do not believe their views, although gathered, are always used to the greatest effect.

The Local Offer is in place but needs to be kept up to date, promoted and made more accessible to families. The Special Educational Needs and Disability, Advice, Information and Support Service (SENDIASS) is provided independently from the Local Authority and valued highly by parents and young people.

Hull is committed to improving support for children young people and families and ensuring children, young people with SEND and their families are routinely involved and supported in making informed decisions about their care and support and involved in shaping the development of strategy and services.

It plans to do this by:

- Ensuring disabled children, young people and their families have appropriate information provided at every stage of a child's life and development through developing, maintaining, promoting and reviewing the Local Offer ensuring information is clear, comprehensive, accessible and up-to-date about available services and provision and how to access them;
- Working with the Hull Parents Forum and other local voluntary and community groups to improve parental involvement in individual and strategic decision making;
- Ensuring the views of children and young children with disabilities are gathered and used to increase their involvement in individual and strategic decision making;
- Further developing services through Early Help, including parenting support, to reach a wider range of children with disabilities who can be supported through an even more inclusive approach;
- Reviewing the range of short breaks available to establish what gaps still exist; ensuring that available resources are used as effectively as possible, and that children and young people with SEND can access universal provision;

- Further developing personalised approaches, ensuring these feed into service development and offering Personal Budgets across Education, Health and Social Care.

(iii) **Improve the quality and sufficiency of SEND education provision and services by**

a) Supporting mainstream schools and settings to develop their SEND provision

There have been developments in recent years to support mainstream schools, settings and post 16 providers to develop their SEND provision through training and advisory support from a range of SEND support services.

We are committed to enabling children with SEND to be included in mainstream schools and settings where this is the parent's or young persons' preference. Mainstream schools and settings have gained in experience and expertise in meeting a wider range of needs in recent years and many offer a very high standard of support to children with SEND. However, there is variation in what is offered and some mainstream schools and settings still need more support to provide the best possible experience to children with SEND.

We want to bring the quality of SEND provision in all mainstream schools and settings up to a high standard. There has been limited area SENCO support in early years' settings and although a number of resources exist, these are not always well coordinated across agencies. There is no comprehensive SEND training programme in place for schools, limited opportunities for sharing good practice and there is not a full range of SEND support services to enable an effective graduated response.

Hull is committed to bringing the quality of SEND provision in all mainstream schools and settings up to a high standard.

It plans to do this by:

- Reviewing early years SEND services to ensure there is a full range of services and they are allocated efficiently and according to need. This will include enhancing the area SENCO role to develop the skills of staff in early years settings, ensure an effective graduated response and support the transition into the setting and to school;

- Conducting an audit of SEND training completed by staff in schools (including accredited training) and using this data to inform the SEN training programme;
- Establishing a city wide Special Educational Needs Coordinators (SENCO) forum to share information and good practice;
- Aiming for all schools' SENCOs to have completed the accredited SENCO training programme;
- Reviewing and extending training opportunities for teaching assistants, as this group of staff plays a key role in promoting the attainment and progress of children with SEND;
- Monitoring the difference in achievement between children with SEND and those who do not have SEND by individual school and targeting support accordingly;
- Continuing to develop the Educational Psychology service and the traded offer
- Ensuring there is a full range of outreach support services available to schools and settings, that it is effectively commissioned and reviewed and defining what is the core offer from these services and what is the traded offer;
- Developing and promoting knowledge of and take up of SEND support services;
- Reviewing the SEND funding banding document;
- Conducting an audit to identify the needs and reasons for exclusion of children and young people with SEND; and
- Reviewing SEN home to school transport policies and promoting independent travel where possible.

b) Developing local specialist services to ensure sufficiency of places in high quality specialist provision across a continuum of needs

There is a wide range of quality special school provision in Hull but resource provision is only available to pupils with hearing impairments and the need for this is diminishing due to advances in technology. A number of mainstream schools, particularly primary schools, have placed with them increasing number of pupils with autism, emotional social and mental health and learning needs due to developing an expertise in these areas. The need to

formally commission resource provision for these groups needs to be explored further and the knowledge and expertise that has developed needs to be shared across the city.

There is a very small number of children and young people in Hull who require highly specialist services and to be placed in out of city provision. Joint commissioning and funding arrangements are now established in respect of this group.

Hull is committed to providing a range of specialist education provision across a continuum of needs within the local community. It plans to achieve this by:

- Reviewing the resource base provision for children and young people with a hearing impairment;
- Considering the need for resource base provision for children and young people with autism, emotional, social and mental health and also learning needs attached to mainstream primary schools and/or a mainstream secondary school;
- Reviewing the numbers, age profile and needs of children with SEND and commissioning provision in special schools to meet future demand; and
- Reviewing the need for and use of residential provision attached to the emotional social and mental health special school as part of a multi-agency review of residential and respite provision.

(iv) **Improve the transition to adulthood**

There has been valuable work done in recent years to improve the transition to adulthood; the introduction of person centred planning at transition reviews; and enhanced opportunities to access work opportunities and supported internships.

Parents identify the transition to adulthood as one of their greatest areas of concern, particularly the transition from children's services to adult social care. There is no strategic Multi-Agency Transition Board in place and the Multi-Agency Transition Protocol requires updating.

Hull is committed to improving the experience of transition to adulthood for young people with SEND and their families and to improving life outcomes for young people. It plans to do this by:

- Establishing a strategic Multi Agency Transition Board, promoting better and earlier joint working between children's and adults' services, and setting out roles and responsibilities of all agencies in a revised Multi Agency Transition Protocol;
- Developing Person Centered Planning approaches in all schools;
- Developing the partnership with local further education providers including sharing of expertise and services between school and college sectors;
- Working with Health Service providers to improve transition from paediatric to adult health services; and
- Working to promote the employment of young people with SEND, including access to supported employment and job coaching.

7.0 Implementation, Monitoring and Review

This strategy is underpinned by a detailed work plan that details the work streams that will deliver the priorities and which are accountable to the SEND Strategic Board.

The SEND Strategic Board consists of members from key organisations and agencies working with children and young people with SEND. Membership from each agency is at senior level to ensure ownership of the strategic direction, to agree allocation of resources and to address any blocks reported.

This Strategy will be reviewed and refreshed on an annual basis. The first review will be due in Autumn 2017.

Progress in implementing the strategy will be communicated to key partners via their representatives on the SEND Board, through twice yearly newsletters/bulletins and an annual SEND Strategic multi agency event.

Glossary of Terms

ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Services (now known as Emotional Vulnerability Service)
CCG	Clinical Commissioning Group
EHCP	Education, Health and Care Plan
HI	Hearing Impairment
IPaSS	Integrated Physical and Sensory Service
JSNA	Joint Strategic needs Assessment
MLD	Moderate Learning Difficulty
MSI	Multi-sensory Impairment
NSA	SEN support but no specialist assessment of type of need
OTH	Other difficulty/ disability
PA	Participation Advisors
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulty
SEMH	Social Emotional and Mental Health
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Coordinator
SENDIASS	Special Educational Needs and Disability, Advice, Information and Support Service
SLCN	Speech Language and Communication Needs
SLD	Severe Learning Difficulty
SPLD	Specific Learning Difficulty
VI	Visual Impairment